

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork. The seminar is intended to support and enhance the students learning and growth within their placement setting. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students will be required to share their experiences from their placement site. The course is designed to assist the student's development of professional self and understanding the role of SSW within the human services field. Examination of social work micro, mezzo and macro level skills are promoted through active participation and group discussion. Evidence of integration social service knowledge and skills are expected.

As the class is structured as a seminar, students are expected to demonstrate initiative and participate fully in all class activities. Emphasis on how each student contributes to their own, and others learning, is integrated throughout the seminar.

This course addresses the following vocational standards and generic skills as outlined by the Ministry of Education & Training:

Vocational Standards:

1. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
2. Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. Identify current social policy; relevant legislation; and political, social, and/or economic systems and their impacts on service delivery.
4. Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
5. Develop strategies and plans that lead to the promotion of self care, improved job performance, and enhanced work relationships.

Essential Employability Skills:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. Apply a systematic approach to solve problems & use a variety of thinking skills to anticipate and solve problems.
3. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
4. Show respect for the diverse opinions, values, belief systems and contributions of others.
5. Analyze, evaluate, and apply relevant information from a variety of sources.
6. Take responsibility for one's own actions, decisions, and consequences.
7. Manage the use of time and other resources to complete projects.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Perform ongoing self-assessment and self-care to promote self-awareness and enhanced SSW professional competence.

Potential Elements of the Performance:

- a. Maintain professional boundaries with clients and colleagues
 - b. Establish reasonable and realistic personal/professional learning goals for oneself to enhance work performance
 - c. Develop awareness of self in terms of values and beliefs and their impact on the development of a professional role
 - d. Access and utilize resources and self-care strategies to enhance personal growth
 - e. Act in accordance with ethical and professional standards
 - f. Apply organizational and time-management skills
 - g. Evaluate own performance using College reporting formats and evaluations
2. Identify and use professional development resources, strategies and activities demonstrating integration of social work theory and practice.

Potential Elements of the Performance:

- a. Actively seek and utilize supervision & peer/faculty consultation
 - b. Determine current skills and knowledge and remain receptive to feedback
 - c. Identify and use tools for engaging in reflective practice and integrate feedback/learning
 - c. Utilize effect problem-solving and conflict resolutions strategies
 - e. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions and group activities
 - f. Display social service worker knowledge and skills in consultations & class discussions
3. Communicate clearly, concisely and correctly in the written, spoken and visual format to meet assignment criteria, and the needs of audiences.

Potential Elements of the Performance:

- a. Plan and organize communications according to the purpose and audiences, by completing various written and oral reports as outlined herein
- b. Produce material that conforms to the conventions of the chosen format
- c. Incorporate various presentation formats including written, oral, visual, computer-based
- d. Evaluate communications and adjust for any errors in content, structure, style and mechanics
- e. Abide by OCSWSSW professional standards of documentation
- f. Actively participate, listen and engage respectfully within seminar class
- h. Demonstrate initiative and effective, respectful verbal communication skills in seminar

4. Develop and maintain effective working relationships with peers, faculty, and supervisors.

Potential Elements of the Performance:

- a. Function effectively as a member of the seminar team
 - b. Complete assigned tasks successfully and in a timely manner
 - c. Demonstrate collaborative and respectful relationships with others
 - d. Use appropriate social service worker communication strategies
 - e. Recognize and understand the implications of one's own attitude, values, and actions within both the classroom and fieldwork setting and make modifications when needed
 - f. Demonstrate ability/willingness to accept input, including direction; able to follow through on recommendations; negotiate and problem solve effectively; and work independently as required
5. Develop and apply micro, mezzo and macro-level social service work knowledge and skills to address client and community needs.

Potential Elements of the Performance:

- a. Identify major presenting issues of client populations and/or community groups utilizing a holistic understanding of social issues
- b. Identify appropriate relationship building and helping skills
- c. Identify and assess client needs and strengths utilizing a holistic and strengths based approach
- d. Identify and apply a variety of intervention strategies to address needs as appropriate
- e. Demonstrate familiarity with funding sources and relevant social policy/legislation
- f. Demonstrate familiarity with placement agency processes for planning, funding, and delivering agency services.
- g. Demonstrate familiarity with community processes for planning, funding and delivering social services/programs.

III. TOPICS:

1. Establishing student role in fieldwork/Understanding Internship Stages
2. Self Awareness, Personal Wellness, Ethics & Developing Professional Stance
3. Effective Communication with clients, peers, faculty, supervisors
4. Building skills in supervision, consultation and team work
5. Understanding social work theory/models/skills applied to diverse populations/settings
6. Building skills in social service documentation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Social Services Worker Program *Field Placement Manual (will be distributed in class)*

V. EVALUATION PROCESS/GRADING SYSTEM:

The final grade will be calculated according to the description of requirements. The outline below will indicate how the grades are earned.

1. Fieldwork Setting Report	20%
2. Peer Consultation Report	10%
3. Social Work Knowledge & Practice Report	20%
4. In-class assignments: Engaging in Reflective Practice	30%
5. Skill Development & Participation	20%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The professor reserves the right to request students to submit applicable assignments electronically through the Safe Assignment Tool.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. It is the program and professor’s policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Special Notes/Requirements:

1. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics is expected.
2. Attendance and punctuality at seminar is required. **80% of class hours attended is the minimum standard.** Classroom attendance, skill development and participation are graded according to the guidelines detailed in the course outline.
3. Allowance for **occasional** and **exceptional** illnesses or emergencies are considered at the professor's discretion. The professor reserves the right to ask for verification of absence in any case. It is the student's responsibility to contact in advance the seminar faculty of an anticipated absence from class by email or by phone. As the seminar is a co-requisite with field, it is mandatory that students attend weekly as this directly affects your continuation in field placement. **Please note the attendance policy below.**
4. Students who have an attendance rate that is less than 80% of class, the consequences will be one or more of the following:
 1. Full Grade reduction
 2. Immediate suspension or withdrawal from the course and field,
 3. Development of an academic contract to address the attendance issues
 4. Failure of seminar and field placement.
5. Participation in seminar discussions, in-class activities is required. This is a professional responsibility and will be considered as a display of commitment. Lack of participation will lead to grade demotion. The expectations regarding participation/class guidelines are found in this course outline.
6. Expected Classroom Etiquette: Classroom behaviour parallels that which is expected in the professional setting. Classes will start on time, and your prompt arrival contributes to both starting and ending on time. Students, who are late for class, shall wait until the first break of scheduled class to enter. Cell phones disrupt our learning; so do not bring to class, turn off or on vibrate mode only (for emergency situations only). Use of laptops in the class is not permitted given the sensitive nature of the course and the confidentiality requirements (unless professor approves for a specific learning purpose). Most importantly, when anyone in the class has the floor for speaking, it is the obligation of the rest of the class to LISTEN. This is the critical skill that we learn and use in our profession, and we must model and use it in our own learning environment! We will discuss as a class how we expect this behaviour to be addressed if it is occurring.
8. Students are to become familiar and adhere to SSW Fieldwork Policies and Procedures.
9. All assignments are due at the beginning of class on identified due date. Late submission of assignments is strongly discouraged, and acceptance of late assignments is at the discretion of the professor. Grades for late assignments will be reduced by 10% of the total worth of the assignment per day (including weekends) unless there are substantial and substantiated reasons (as determined by the professor) for late submission. Assignments will not be accepted after five days following the due date unless negotiated and agreed upon with the professor.

10. Assignments completed with significant (more than 5-10) writing errors or non-compliance with criteria discussed will not be graded. Students may be provided one week to re-submit in accordance with the SSW program/professional writing requirements. When indicated, APA style must be adhered to. Assignments submitted without proper referencing will be subject to the penalties associated with academic dishonesty.
11. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

Assignments:

Seminar assignments are designed to facilitate student reflection and integration of social work knowledge, theories and skills applicable to the profession and the fieldwork setting. As such, students must be engaged in focused conversation and complete the assigned in-class activities.

Additional submissions must demonstrate professional writing style and critical thinking & reflection. Students are expected to review the instructions and complete assignments in accordance with directions and stated timelines below. Professor will provide further information in class.

Each submission must be word processed in 12 point font. All assignments must be completed and submitted by due dates indicated. Students who do not complete the assignments as expected, will receive a grade of 0 and may be subject to a grade reduction in the Skill Development and Participation Guidelines. The professor will provide assignment instructions and evaluation criteria in class.

1. Fieldwork Setting Report 20%
Date Due: At beginning of class scheduled week of October 26th, 2009
2. Peer Consultation Report 10%
Date Due: Students to submit report one week following in class consultation (Final Date to submit December 14th, 2009)
3. Social Work Knowledge & Practice Report 20%
Date Due: At beginning of class scheduled week of October 5th, 2009
4. In-class assignments: Engaging in Reflective Practice 30%
Students will complete a variety of assignments in class independently as well as with their peers as scheduled by the professor. Students must be in attendance to complete the in-class activity/assignments.
5. Skill Development & Participation 20%
Evaluation is determined by the criteria described below

Skill Development and Participation:**Grade: 20%**

Students will be evaluated for their active participation and contribution in class. It is insufficient to “just attend”. SSW’s work within team environments in the field and as such; students are expected to demonstrate the ability to provide input, consultation and feedback within seminar. Additionally, the intent of seminar is to integrate learning from fieldwork and academic curriculum, thus students must demonstrate skill in identifying relevant SSW skills and theories as applied to discussions. Professionalism is required within the classroom and is evaluated according to the criteria below.

Students, who do not meet the majority of these expectations, may be subject to removal from class, academic/behavioural contracting and/or academic penalty/failure. The Skill Development & Participation Guidelines are described below.

Skill Development & Participation Guidelines:**ALL EXPECTATIONS MET: 20**

- Demonstrates excellent preparation for class: has read assigned material, references this in class, completes assigned mini-assignments in class
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps discussion focused and respectful, and responds thoughtfully and respectfully to other students’ comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates effective problem-solving skills
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates excellent level of self-understanding and commitment to personal and professional development
- Written and verbal communication skills fully meets expectations and/or evidence of significant strengths
- Attends all of scheduled seminar classes
- All seminar/fieldwork assignments/expectations submitted on time and thoroughly completed
- Maintains expected or exceeds expected professional ethics and behaviour (i.e. respect, confidentiality)

MOST EXPECTATIONS MET: 15-19

- Demonstrates good preparation for class, knows some of the material, completes majority of class mini assignments
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others’ comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates expected level of risk taking, skill development in verbalizing questions
- Demonstrates expected level of problem-solving skills
- Demonstrates consistent involvement in most aspects of course
- Demonstrates expected level of verbal/written communication skills
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Most seminar/fieldwork assignments completed on time and meets expectations
- Attends 80% or more of seminar classes as expected, 1-2 absences may occur but student notifies professor in advance
- Maintains expected professional ethics and behaviour (i.e. respect, confidentiality)

SOME EXPECTATIONS MET, CONCERNS NOTED: 11-14

- Demonstrates adequate preparation, knows basic material, completes some of the in-class and assigned mini-assignments
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Some concerns noted with effective verbal/written communication skills
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates beginning level of problem-solving skills
- Demonstrates involvement in some aspects of the course
- Some difficulties noted regarding professional ethics/behaviour
- Level of self-understanding is beginning to form, however, evidence of difficulties integrating feedback and/or follow through of recommendations to enhance this area
- Occasionally disruptive, (involved in side discussions and reading other material during class etc., does not contribute verbally/actively in class discussions)
- Seminar/fieldwork assignments incomplete, late or concerns noted in quality of work
- Attends seminar below the expected 80% and/or absences are not explained in advance of class missed

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED: 0-10

- Demonstrates minimal preparation, lack of knowledge of material, incompleteness of mini-assignments and/or other assignments required
- Body language/Non-verbal communication is not congruent with professionalism and/or has given the impression of disinterest in content of class
- Significant concerns noted in written/verbal communication skills
- Participates usually only when called on, does not display initiative, ability to verbalize/share with peers/professor/interpersonal communication skills in class
- Demonstrates minimal or significant effort/skill in problem-solving skills
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Significant difficulty noted maintaining professional ethics/behaviour
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development (does not show evidence of improving areas identified, does not engage in self reflections/critical thinking)
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- A pattern of absences/lack of punctuality noted, does not adhere to attendance requirements
- Seminar/fieldwork assignments incomplete, late or significant concerns noted in quality of work

SSW202 Weekly Plan/Schedule:

Date	Topic	Assignments/related readings
Week of September 9	Setting the Stage for a Successful Fieldwork Experience	Review of Course expectations Review of Fieldwork expectations
Week of September 14	Self Awareness, Ethics, Professional Behaviour	“Check Your Fit with Social Work” Handout Code of Ethics/Standards of Practice/ Self awareness exercise (5)
Week of September 21	Ethics, Professional Behaviour & Boundaries	“Professional Behaviour Checklist” Handout, Professional Relationships & Boundaries” Reading Complete in class activity/assignment (5)
Week of September 28	Social Work Theories & Practice Frameworks	Read Article provided by professor Discuss case situation
Week of Oct 5	Social Work Theories & Practice Frameworks- application to fieldwork Peer Consultations	Submit Social Work Knowledge & Practice Report (20%)
Week of Oct 12	Understanding client(s) from social work perspective Peer Consultations	Complete in class activity/assignment (5)
Week of Oct 19	Understanding client(s) from social work perspective: Skills for Practice Peer Consultations	
Week of Oct 26	Personal Wellness & Safety Peer Consultations	Complete in class activity/assignment (5)
Week of Nov 2	Collaborative Team Work Skills & Understanding Community Systems Peer Consultations	Submit Fieldwork Setting Report (20%)
Week of Nov 9	Collaborative Team Work Skills Peer Consultations	Complete in class activity/assignment (5)
Week of Nov 16	Supervision: Styles, Skills, Needs Peer Consultations	
Week of Nov 23	Cultural Competence: Recognizing diversity in fieldwork Peer Consultations	Complete in class activity/assignment (5)
Week of Nov 30	Peer Consultations	
Week of Dec 7	Peer Consultations	
Week of Dec 14	“Putting it all together” Identifying strengths and goals for next semester	Final Date to submit peer consultation report (10%)

Note: In most seminars, students will be provided opportunity to share and consult regarding fieldwork experiences/learning in a non-identifying, confidential manner. Weekly schedule will be adapted as needed.